



Job Description

School Improvement Partner-Secondary, Behaviour and Personal Development

Central Team | Serenity Education Group

Salary: Competitive, dependent on experience

Contract: Full-time, permanent

Location: Across Serenity Education Group schools

Start date: Immediate start or as soon as possible

About Serenity Education Group

Serenity Education Group provides specialist education for pupils with a range of special educational needs and disabilities, including pupils with Autism Spectrum Disorder, Severe Learning Difficulties, Moderate Learning Difficulties, Speech, Language and Communication Needs, Global Developmental Delay and associated social, emotional and behavioural needs.

Many of our pupils have complex communication profiles, including pupils who are non-verbal or pre-verbal, and all pupils require highly personalised, carefully sequenced and well-adapted provision.

Our vision is **excellence from enrolment to graduation**. This means that every aspect of our work, from curriculum planning and classroom delivery to behaviour, safeguarding, independence and preparation for adulthood, must be purposeful, well led and focused on securing the best possible outcomes for pupils.

Our values are **Inclusion, Independence and Self-Worth**. These values shape how we work with pupils, families, staff and local authorities, and they sit at the heart of our school improvement work.

Our curriculum pathways

Our curriculum is delivered through three carefully designed pathways: **Formal, Semi-Formal and Nurture**.

The **Formal Pathway** is for pupils who can access the National Curriculum through a more subject-specific curriculum, including accreditation and qualifications where appropriate.

The **Semi-Formal Pathway** is for pupils who can access aspects of the National Curriculum but are working below age-related expectations and require a more adapted curriculum.

The **Nurture Pathway** is for pupils with severe learning and communication needs, where learning is highly personalised and focuses on engagement, communication, regulation, independence and early developmental progress.

Together, these pathways enable us to provide ambitious, personalised and developmentally appropriate provision for pupils with a wide range of needs.

About the role

The School Improvement Partner will provide expert support, challenge and assurance across our schools. You will work closely with Headteachers, senior leaders and central colleagues to identify strengths, address areas for development and ensure that improvement activity leads to visible impact for pupils and staff.

The role will have a particular focus on **secondary provision, behaviour and personal development**, while also supporting the wider quality and consistency of provision across the Group.

This is a practical, visible and hands-on role. We are looking for someone who is confident in classrooms, credible with leaders and staff, sharp in identifying what needs to improve, and skilled in turning evidence into practical, sustainable action.

You will need to be strategic, but also close enough to practice to know whether improvement is genuinely happening. You will be expected to support school leaders, coach staff, review provision, analyse evidence and contribute to group-wide improvement priorities.

The role will involve working across our schools, with a balance of school-based work, central team collaboration and planned strategic development. You will have the autonomy to shape improvement priorities, design support, lead reviews and influence practice across schools, while working within a supportive and ambitious central team.

Key areas of focus

The role will focus on:

- Secondary provision across the Group.
- Behaviour for learning, including routines, expectations, regulation and engagement.
- Personal development, including independence, self-worth, preparation for adulthood, social understanding and participation in school and wider society.
- Curriculum implementation across the Formal, Semi-Formal and Nurture pathways.
- Classroom practice, including structure, modelling, scaffolding, communication supports and pupil participation.
- Assessment, progress and pupil outcomes.
- Quality assurance, including lesson visits, work scrutiny, pupil voice, planning reviews and progress evidence.
- Leadership support, coaching and professional development.
- Inspection readiness and the strength of evidence across schools.

Key responsibilities

You will:

- Provide strategic support and challenge to Headteachers and senior leaders across the Group.

- Support the improvement of secondary provision, classroom practice, curriculum implementation, assessment and pupil progress.
- Strengthen behaviour for learning through effective routines, clear expectations, staff confidence, pupil engagement and appropriate regulation strategies.
- Support the development and implementation of a strong personal development offer across schools.
- Support schools to strengthen the quality, consistency and impact of provision across the Formal, Semi-Formal and Nurture pathways.
- Carry out high-quality quality assurance activity, including lesson visits, work scrutiny, pupil voice, planning reviews, provision reviews and progress reviews.
- Identify strengths, gaps and inconsistencies in provision and support leaders to address them.
- Coach and develop teachers, middle leaders and senior leaders to improve practice and secure greater consistency.
- Support schools to ensure learning is well sequenced, appropriately challenging and adapted to meet pupils' needs.
- Ensure pupils' communication, independence, confidence, regulation and preparation for adulthood are promoted through high-quality provision.
- Analyse school information, assessment outcomes and quality assurance evidence to identify trends, risks and priorities.
- Contribute to school improvement planning, central team reporting and group-wide quality assurance.
- Support schools to be inspection-ready, with clear evidence of curriculum quality, classroom impact, behaviour, pupil progress and personal development.
- Work collaboratively with central colleagues to secure consistency, ambition and improvement across the Group.

Key outcomes expected

The successful candidate will be expected to support measurable improvement in:

- the quality and consistency of secondary provision across schools;
- behaviour for learning, including routines, expectations, regulation, engagement and pupil conduct;
- the quality and impact of personal development across secondary provision;
- classroom practice, curriculum implementation and pupil progress;
- provision across the Formal, Semi-Formal and Nurture pathways;
- leaders' ability to identify priorities, act on evidence and demonstrate impact over time;
- the strength of quality assurance evidence across schools;
- staff confidence, consistency and professional practice;
- pupils' independence, communication, self-worth and preparation for adulthood.

Essential experience

The successful candidate must have:

- Strong secondary leadership experience.

- Proven experience of improving classroom practice, staff confidence and pupil outcomes.
- Experience of leading or supporting behaviour improvement.
- Experience of leading or supporting personal development.
- Experience of quality assurance and school improvement.
- Strong knowledge of curriculum, assessment, pedagogy and pupil progress.
- Strong understanding of how to improve provision across different curriculum pathways, including Formal, Semi-Formal and Nurture provision.
- Experience of supporting inclusive practice for pupils with SEND, including pupils with ASD, SLD, MLD, SLCN and complex communication needs.
- The ability to work effectively across more than one school or setting.
- The confidence to support and challenge Headteachers and senior leaders.
- A genuine commitment to inclusive education and improving outcomes for pupils with SEND.

Experience in specialist education, SEND or alternative provision would be highly desirable. However, we are also interested in hearing from exceptional mainstream secondary leaders who have strong school improvement experience and a clear commitment to inclusive practice.

The successful candidate will be

- Highly credible with Headteachers, senior leaders and classroom staff.
- Confident in giving honest, precise and developmental feedback.
- Able to build strong professional relationships while maintaining high expectations.
- Skilled at turning quality assurance findings into meaningful improvement.
- Comfortable working across several schools.
- Reflective, organised and resilient.
- Ambitious for pupils, staff and the wider organisation.
- Able to balance support, challenge and accountability.
- Committed to raising standards and improving pupils' daily experience of school.
- Passionate about improving outcomes for pupils with SEND.

Why join Serenity Education Group?

This is a rare opportunity to join a growing specialist education group in a senior central role with real influence and impact.

You will have the opportunity to shape provision across several schools, support leaders, develop staff, strengthen practice and contribute directly to the next stage of the Group's development.

This role offers a genuine pathway into senior central leadership. The successful candidate will have the opportunity to influence provision across the Group, contribute to strategic decision-making and develop the skills required for wider executive leadership within a growing specialist education organisation.

This is a central school improvement role, not a single-site operational leadership post. The focus is on improving provision, developing leaders, strengthening practice and securing impact across schools.



At Serenity Education Group, you will be part of an ambitious, values-led organisation that is committed to growth, improvement and meaningful outcomes for pupils with SEND.

We offer:

- A strategic central team role with genuine influence across the Group.
- The opportunity to work across a growing family of specialist schools.
- A visible leadership role with direct impact on pupils, staff and school improvement.
- The opportunity to influence provision for pupils across several specialist schools, rather than being limited to one phase or one site.
- The chance to work alongside experienced senior leaders and school improvement professionals.
- A collaborative and supportive central team culture.
- High-quality professional development, including coaching, external training and opportunities to develop expertise in system leadership, SEND, inspection readiness and school improvement.
- Competitive salary, dependent on experience.
- The opportunity to improve provision for pupils with complex SEND, including learners who require highly personalised approaches to communication, engagement, behaviour, independence and preparation for adulthood.
- The opportunity to be part of a values-led organisation focused on **Inclusion, Independence and Self-Worth**.

This role would suit an exceptional secondary leader who is ready for wider system leadership and wants to make a tangible difference across a group of schools.

How to apply

If you are an experienced school improvement leader with strong secondary, behaviour and personal development experience, we would be delighted to hear from you.

Please submit your application, including a supporting statement outlining your experience, the impact you have had on school improvement, and why you are interested in joining Serenity Education Group.

Safeguarding statement

Serenity Education Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to safer recruitment checks, including an enhanced DBS check, references, identity checks, right to work checks, online checks and other pre-employment checks in line with statutory guidance.